



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2009
Code: 12111540
SAU: MSAD 17
School: Guy E Rowe School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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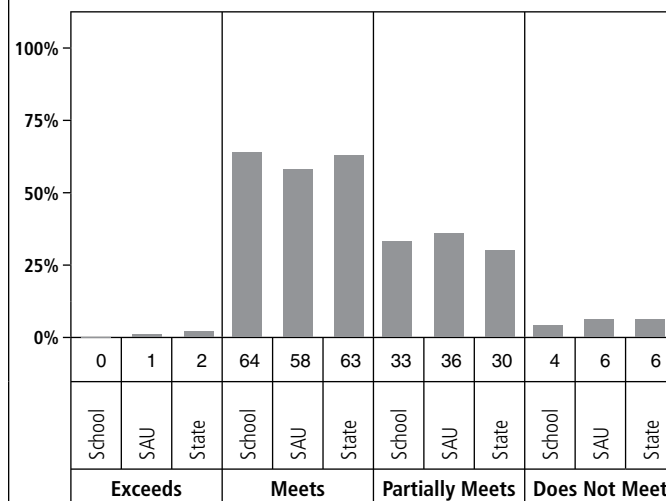
SUMMARY OF SCORES

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

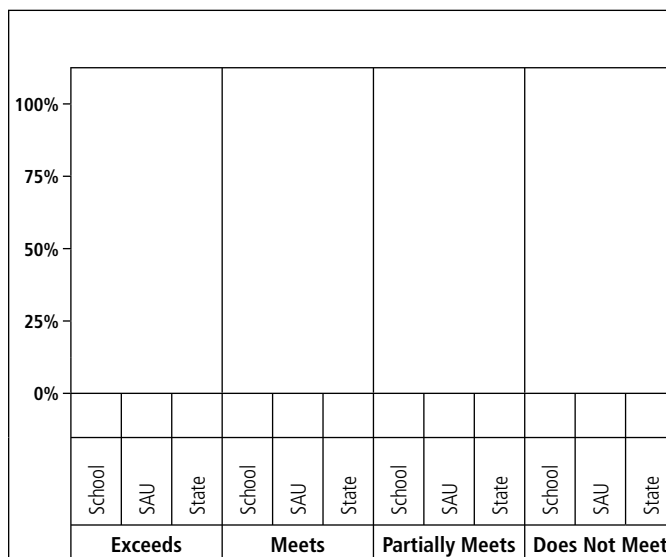
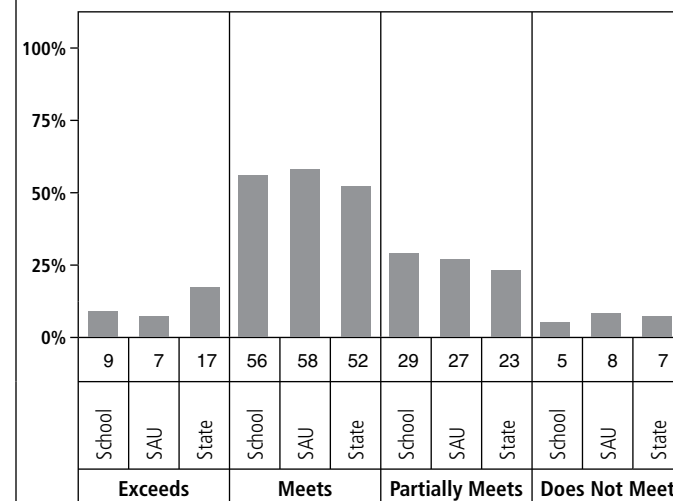
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	344	343	345
2007–2008	342	343	344
2008–2009	344	343	345
Cum. Avg.*	343	343	345
Mathematics			
2006–2007	345	342	347
2007–2008	342	343	347
2008–2009	345	345	348
Cum. Avg.*	344	343	347

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	56	100	254	100	13763	100	56	100	253	100	13691	100	56	100	252	99	13691	100						
Ethnicity African American/Black	4	7	10	4	416	3	4	100	10	100	412	99	4	100	10	100	414	100						
American Indian or Native Alaskan	0	0	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	0	0	1	0	232	2	0	0	1	100	226	97	0	0	1	100	227	98						
Hispanic	0	0	1	0	167	1	0	0	1	100	164	98	0	0	1	100	164	98						
Caucasian/White	52	93	241	95	12846	93	52	100	240	100	12788	100	52	100	239	99	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	2	4	28	11	2414	18	2	100	28	100	2388	100	2	100	28	100	2388	100						
Current LEP	0	0	0	0	420	3	0	0	0	0	413	98	0	0	0	0	417	99						
Economically disadvantaged	42	75	162	64	5887	43	42	100	161	99	5847	100	42	100	160	99	5846	100						
Migrant	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	40	71	144	57	10316	75	40	71	142	56	10355	75						
Identified disability (PET/IEP)	1	3	3	2	437	4	1	3	3	2	445	4						
LEP	0	0	0	0	192	2	0	0	0	0	193	2						
504 plan	0	0	1	1	83	1	0	0	1	1	83	1						
Participation with accommodations	15	27	106	42	3179	23	15	27	107	42	3152	23						
Identified disability (PET/IEP)	0	0	22	21	1757	55	0	0	22	21	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	15	100	84	79	1192	37	15	100	85	79	1157	37						
Participation through alternate assessment (PAAP)	1	2	3	1	194	1	1	2	3	1	184	1						
Identified disability (PET/IEP)	1	100	3	100	194	100	1	100	3	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	21	0						
Non-participation – other	0	0	1	0	53	0	0	0	2	1	51	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	2	1	332	2
	2007-2008	1	2	2	1	227	2
	2008-2009	0	0	2	1	262	2
	Cum. Total*	1	1	6	1	821	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	32	62	164	56	8691	63
	2007-2008	24	49	133	57	8403	62
	2008-2009	35	64	144	58	8500	63
	Cum. Total*	91	58	441	57	25594	63
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	17	33	99	34	3781	27
	2007-2008	19	39	79	34	4018	30
	2008-2009	18	33	89	36	3985	30
	Cum. Total*	54	35	267	34	11784	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	6	29	10	1021	7
	2007-2008	5	10	19	8	938	7
	2008-2009	2	4	15	6	748	6
	Cum. Total*	10	6	63	8	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	27.9	60.7	27.3	59.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.1	62.8	19.5	60.9	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	7.8	55.7	7.9	56.4	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 3
 SAU: MSAD 17
 School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	0	0	35	64	18	33	2	4	344	250	1	58	36	6	343	13495	2	63	30	6	345
Ethnicity																						
African American/Black	4										10	0	70	30	0	345	402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	0										1						222	4	63	25	8	345
Hispanic	0										1						162	0	51	38	10	342
Caucasian/White	51	0	0	34	67	15	29	2	4	344	237	1	57	35	6	343	12610	2	64	29	5	345
Not Reported	0										0						0					
Identified disability																						
Yes	1										25	0	24	60	16	338	2194	0	32	50	18	338
No	54	0	0	35	65	17	31	2	4	344	225	1	61	33	5	344	11301	2	69	26	3	346
Current LEP																						
Yes	0										0						406	0	39	41	20	339
No	55	0	0	35	64	18	33	2	4	344	250	1	58	36	6	343	13089	2	64	29	5	345
Economically disadvantaged																						
Yes	41	0	0	21	51	18	44	2	5	342	158	0	49	46	5	342	5721	1	52	39	9	342
No	14	0	0	14	100	0	0	0	0	349	92	2	73	17	8	346	7774	3	71	23	3	346
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	55	0	0	35	64	18	33	2	4	344	250	1	58	36	6	343	13489	2	63	30	6	345
Gender																						
Female	23	0	0	17	74	6	26	0	0	345	107	2	59	36	3	345	6568	3	67	26	4	346
Male	32	0	0	18	56	12	38	2	6	343	143	0	57	35	8	343	6927	1	59	33	7	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						2300	0	39	49	11	340
No	52	0	0	33	63	17	33	2	4	344	247	1	57	36	6	343	11195	2	68	25	4	345
Gifted/talented program																						
Yes	2										8	0	100	0	0	353	155	11	87	2	0	354
No	53	0	0	33	62	18	34	2	4	343	242	1	56	37	6	343	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										8		39	44	17	339	5	1	44	39	16	340
B. less than one hour	84	0	0	29	63	15	33	2	4	344	70	1	61	34	4	344	80	2	66	28	4	345
C. one to two hours	9	0	0	4	80	1	20	0	0	344	17	0	60	28	13	343	13	2	61	32	6	344
D. more than two hours	7	0	0	2	50	2	50	0	0	343	5	0	31	62	8	340	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	56	0	0	22	71	8	26	1	3	346	51	2	66	28	4	345	47	3	68	24	4	346
B. good	33	0	0	10	56	7	39	1	6	342	36	0	59	36	6	343	41	1	62	31	5	344
C. fair	9	0	0	2	40	3	60	0	0	340	11	0	32	54	14	339	9	0	51	41	8	342
D. poor	2	0	0	1	100	0	0	0	0	342	2	0	20	60	20	336	2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	28	0	0	7	47	8	53	0	0	344	30	1	58	37	4	344	31	3	63	28	6	345
B. They match some of what I have learned.	61	0	0	24	73	7	21	2	6	344	50	1	64	29	7	344	49	2	68	26	3	345
C. They match just a little of what I have learned.	9	0	0	2	40	3	60	0	0	340	13	0	48	45	6	341	14	1	53	39	7	342
D. There is no match.	2	0	0	1	100	0	0	0	0	350	7	0	35	53	12	340	6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	13	0	0	5	71	2	29	0	0	343	19	0	45	43	13	341	18	1	50	38	11	342
B. about the same as my regular schoolwork	56	0	0	21	68	10	32	0	0	345	51	2	63	32	3	344	57	2	68	26	3	346
C. easier than my regular schoolwork	31	0	0	9	53	6	35	2	12	343	30	0	59	34	7	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	15	0	0	3	38	5	63	0	0	341	17	0	26	60	14	339	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	49	0	0	17	63	10	37	0	0	344	46	1	59	38	3	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	36	0	0	15	75	3	15	2	10	345	37	1	71	21	7	345	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	8	89	1	11	0	0	348	24	3	64	27	5	346	22	3	67	25	4	346
B. 20 minutes to an hour	31	0	0	11	65	6	35	0	0	345	41	0	68	27	5	344	46	2	68	26	4	346
C. less than 20 minutes	11	0	0	3	50	3	50	0	0	342	18	0	41	52	7	341	18	1	56	36	8	343
D. I rarely read at home.	41	0	0	12	55	8	36	2	9	342	17	0	41	49	10	340	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	25	0	0	8	57	6	43	0	0	344	28	1	44	43	12	342	29	1	56	36	7	343
B. six to ten pages	13	0	0	4	57	2	29	1	14	343	18	0	53	40	7	343	21	2	62	31	5	344
C. eleven or more pages	62	0	0	23	68	10	29	1	3	344	54	1	67	30	2	345	50	3	68	25	5	346
Optional school/SAU question																						
A.	86	0	0	5	83	1	17	0	0	347	61	0	45	45	9	341						
B.	0										11	0	50	0	50	336						
C.	0										22	0	0	75	25	337						
D.	14	0	0	1	100	0	0	0	0	350	6	0	100	0	0	350						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	7	13	22	7	1985	14
	2007-2008	6	12	24	10	2277	17
	2008-2009	5	9	18	7	2328	17
	Cum. Total*	18	12	64	8	6590	16
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	29	56	136	46	6990	51
	2007-2008	22	45	102	44	6764	50
	2008-2009	31	56	145	58	7045	52
	Cum. Total*	82	53	383	49	20799	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	10	19	97	33	3673	27
	2007-2008	11	22	79	34	3504	26
	2008-2009	16	29	67	27	3137	23
	Cum. Total*	37	24	243	31	10314	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	6	12	40	14	1193	9
	2007-2008	10	20	27	12	1044	8
	2008-2009	3	5	19	8	997	7
	Cum. Total*	19	12	86	11	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	29.5	61.5	29.7	61.9	31.5	65.6
A. Number	20	42	12.0	60.0	11.9	59.5	12.8	64.0
B. Data	8	17	5.6	70.0	5.9	73.8	6.1	76.3
C. Geometry	8	17	5.7	71.3	5.7	71.3	5.5	68.8
D. Algebra	12	25	6.2	51.7	6.2	51.7	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	5	9	31	56	16	29	3	5	345	249	7	58	27	8	345	13507	17	52	23	7	348
Ethnicity																						
African American/Black	4										10	10	80	0	10	350	407	7	37	32	24	338
American Indian or Native Alaskan	0										1						99	7	47	38	7	344
Asian or Pacific Islander	0										1						223	25	45	24	7	350
Hispanic	0										1						162	6	44	35	15	341
Caucasian/White	51	4	8	29	57	16	31	2	4	345	236	7	57	28	8	345	12616	18	53	23	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	1										25	0	40	36	24	336	2204	6	36	36	22	338
No	54	5	9	30	56	16	30	3	6	345	224	8	60	26	6	346	11303	19	55	21	4	350
Current LEP																						
Yes	0										0						412	7	37	35	21	339
No	55	5	9	31	56	16	29	3	5	345	249	7	58	27	8	345	13095	18	53	23	7	348
Economically disadvantaged																						
Yes	41	2	5	21	51	15	37	3	7	342	157	4	55	32	10	342	5727	10	48	31	12	343
No	14	3	21	10	71	1	7	0	0	353	92	13	64	18	4	349	7780	23	55	18	4	351
Migrant																						
Yes	0										0						6	0	67	33	0	345
No	55	5	9	31	56	16	29	3	5	345	249	7	58	27	8	345	13501	17	52	23	7	348
Gender																						
Female	23	1	4	11	48	9	39	2	9	341	106	8	51	32	8	344	6568	16	52	24	8	348
Male	32	4	13	20	63	7	22	1	3	348	143	6	64	23	7	345	6939	18	53	22	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	3										3						2300	4	43	39	14	340
No	52	5	10	29	56	15	29	3	6	345	246	7	58	27	8	345	11207	20	54	20	6	350
Gifted/talented program																						
Yes	2										8	75	25	0	0	366	155	73	26	1	0	368
No	53	3	6	31	58	16	30	3	6	344	241	5	59	28	8	344	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 3
SAU: MSAD 17
School: Guy E Rowe School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	0 84 9 7	 5 0 0	 11 0 0	 26 3 2	 57 60 50	 13 1 2	 28 20 50	 2 1 0	 4 20 0	 345 338 345	 8 70 17 5	 0 10 0 0	 50 62 55 38	 33 23 38 38	 17 5 8 23	 340 347 341 337	 5 80 13 3	 9 19 16 6	 38 54 51 31	 32 22 24 39	 21 5 9 24	 340 349 347 337
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	33 42 15 11	2 2 1 0	11 9 13 0	12 12 6 1	67 52 75 17	3 8 1 4	17 35 13 67	1 1 0 1	6 4 0 17	348 345 348 332	38 45 12 5	9 7 7 0	61 61 55 31	24 27 28 54	7 5 10 15	346 346 343 338	40 45 12 3	25 14 7 3	51 56 49 35	17 24 34 43	7 6 10 20	351 348 343 337
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 48 17 6	1 4 0 0	6 15 0 0	12 11 4 3	75 42 44 100	3 9 4 0	19 35 44 0	0 2 1 0	0 8 11 0	350 343 338 352	34 45 13 8	6 10 6 0	65 57 50 50	24 25 38 35	5 7 6 15	347 346 342 340	38 45 12 5	23 16 10 5	52 56 45 35	19 22 33 38	5 6 12 22	351 348 343 338
How hard was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	9 45 45	0 3 2	0 12 8	2 15 14	40 60 56	3 5 8	60 20 32	0 2 1	0 8 4	342 345 344	20 53 27	6 9 5	51 55 70	32 30 17	11 6 8	342 345 346	17 59 24	8 19 20	45 55 51	34 21 21	13 5 8	342 350 349
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	8 8 2 83	0 0 0 5	0 0 0 11	2 4 1 24	50 100 100 55	1 0 0 13	25 0 0 30	1 0 0 2	25 0 0 5	337 348 352 346	9 21 15 56	5 6 6 9	55 58 59 60	20 29 26 26	20 6 9 5	340 345 345 346	15 29 32 25	8 16 21 21	41 54 55 53	35 23 19 20	15 6 5 6	341 348 350 350
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	2 6 15 77	0 0 0 5	0 0 0 12	0 2 5 23	0 67 63 56	1 1 2 11	100 33 25 27	0 0 1 2	0 0 13 5	338 347 338 346	3 8 19 70	0 0 2 10	50 47 62 59	25 26 32 25	25 26 4 5	340 338 343 347	6 12 26 56	6 15 20 18	33 55 56 52	39 22 19 23	23 8 5 7	337 348 350 348
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	43 17 25 15	1 0 3 1	4 0 23 13	11 6 8 5	48 67 62 63	8 3 2 2	35 33 15 25	3 0 0 0	13 0 0 0	341 345 351 346	41 21 22 16	4 4 11 13	54 60 64 61	31 34 19 18	11 2 6 8	343 345 348 345	37 27 19 18	14 20 22 15	51 55 53 51	27 19 19 26	9 6 6 8	346 350 350 347
Optional school/SAU question A. B. C. D.	86 0 0 14	0 0	0 0	4 1	67 100	1 0	17 0	1 0	17 0	344 356	61 11 22 6	0 0 0 0	36 50 0 100	36 50 25 0	27 0 75 0	337 340 327 356						

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